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steady periods of productive focus on the job to be done. In subject matter courses, he feels better about himself, less hostile, friendlier, and thus literally more accepted by others.

The most defended, withdrawn, and alienated children with whom many of us have worked, children with disturbed emotions, have proved the importance of therapeutic creative educational measures as a part of the developmental program. When these children begin to respond to even the crudest crafts, this is reflected in the reduction of emotional residue and responses in other areas. Beginning to learn and to master concrete productions are vital to the disturbed youngsters under discussion. Only through interaction with things can these children begin to feel more secure and responsive to their teachers.

For many of these children the relationships with teachers who are creative and responsive are the most vital experiences. These children begin to believe that someone cares when teachers persist through all their protests, hostility, and indifference. Good relationships result from consistent, persistent, coordinated programs with teachers who are well trained, creative and affectionate.

METHODS

Instead of stressing proper balance, shape, location, and color, by imposing patterns and standard procedures, each child's creation is appreciated in terms of self expression, motivation and stage of development. Instead of stressing form and proficiency in creative production, stress is placed on the release of tensions and the encouragement of verbalizations, if possible. Academic skills are not repudiated, but they are of secondary significance, since the children are in need of more basic satisfactions, before they are motivated to learn higher level skills.

In the class for the disturbed child, more manual crafts and arts are used because they are more manually oriented and can deal better with concrete objects. The children have an opportunity to handle materials and make models of some objects and situations which are bothering them or are of special interest to them. The 'fidgity' and hyperactive seem to be calmed by the surging activity. Since superior creativity is not an outstanding trait of the seriously disturbed, one or two of the more communicative leaders are encouraged to develop skills in the more difficult crafts, while the others

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